



Relationship Between Antisocial Behavior and Parenting Style: A Case Study of Some Sampled Secondary Schools in Kisii County in Kenya

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ABSTRACT

Parenting style relates to the methods a person employs to raise their children. Most parents aren't aware of how their parenting style affects their children's behavior. Parenting style is a contributing factor to children's antisocial behavior. The primary goal of this study was to investigate the relationship between parenting style and antisocial behavior in secondary school students. The study included students from public secondary schools in Kisii County. The study used a random sampling technique to select ten schools from Nyaribari Masaba Sub-County in Kisii. Two questionnaires, the Parental Authority Questionnaire (PAQ) and the Sub-Types of Antisocial Behavior (STAB), were used to collect data from 200 male (50 urban and 150 rural) and 150 female (50 urban and 100 rural) students. The Statistical Package for Social Sciences (SPSS) was used to analyze the data, and Pearson r was used to examine the data. The results showed that parents employed integrated parental style at varying degrees of permissive ($M=2.75$, $S.D.=0.52$), and authoritarian ($M=3.19$, $S.D.=0.52$) respectively. Students perceive mothers as authoritative in parenting style ($M=3.22$, $S.D.=0.61$) while fathers ($M=3.27$, $S.D.=0.51$). In conclusion, the two main factors that influence students to engage in antisocial behavior are permissive and authoritarian parenting approaches.

Keywords: Parenting style, antisocial behavior, financial background, parenting role, Secondary school students.

INTRODUCTION

Parents' methods for raising children are referred to as their parenting style. Parents typically don't realize how their parenting style affects their children's behavior. Parenting practices are among the factors that contribute to children's antisocial behavior (Schaffer, Clark, and Jeglic, 2009). A person's financial situation, popular views, parenting role perception, and personal childhood experiences influence their chosen parenting style (Omwenga & Kayusi, 2024). Baumrind (1966) divided parenting styles into three categories: authoritative, permissive, and authoritarian. These categories were based on two dimensions: responsiveness vs unresponsiveness and demandingness versus non-demandingness (Basirion, Majid & Jelas, 2014). There are two components to parenting style: responsiveness and demandingness. Authoritarian, permissive, and authoritative are the three categories (Nyarko, 2011). According to Johnson (2012), parenting is the collection of techniques parents employ to raise their children. It is the process by which parents communicate desirable behavior to their children (Cramer, 2002). According to Coplan, Hastings, Séguin, and Moulton (2002), the authoritarian parenting style is a parent-centered approach based on the idea that parents are in charge. It placed a strong emphasis on children's obedience and subordination without any empathy or openness on the part of the parents (Geeraert, Van den Noortgate, Grietens, & Onghena, 2004). To shape their children's behavior and motivate them appropriately, parents establish rules (Basirion, Majid, & Jelas, 2014). It does not allow for parent-child negotiations (Pong, Hao, & Gardner, 2005). (Azimi, Vaziri, & Kashani, 2012) Authoritarian parents see themselves as in a position of power. When parents use an authoritarian parenting style, they don't feel responsible for how much punishment they administer. When parents criticize and reject their children's inappropriate behavior, they are engaging in verbal aggression (Baumrind, 1967).

The foundation of the Permissive Parenting Style (PPS) is the idea that parents should act more as facilitators than as controllers (Baumrind, Larzelere, & Owens, 2010). Permissive parents provide their children complete freedom and don't wish to interfere with their activities, according to Schaffer, Clark, and Jeglic (2009). Baumrind, Larzelere, and Owens (2010) went on to say that children with permissive parents are unaware that they will be reprimanded by others if they behave inappropriately. Consequently, children continue to engage in similar behavior. As the children get older, neglectful parents begin to feel powerless to alter their behavior. According to Berg (2011), it is improper for a permissive parent to abandon their child without providing them with guidelines or supervision (Keari et al., 2024).

Parents who are permissive are indulgent, meaning they are forgiving of their children's errors. Because they are given the chance to express themselves, the children's social skills are completely developed. Because of their amiable demeanor, children start to dominate their parents (Azimi, Vaziri, & Kashani 2012). These children don't fear engaging in illicit activities because they view the world as a laboratory (Querido, Warner, & Eyberg, 2002). They lack intrinsic motivation, are very emotional, dependent, self-centered, careless, and indifferent to the well-being of others (Sailor, 2004).

Children and parents that practice authoritative parenting collaborate to make decisions after exchanging opinions (Nyarko, 2011). According to Mehrinejad, Rajabimoghadam, and Tarsafi (2015), attentive parents place a high value on their children's feelings. According to Oliveira (2015), children benefit much from authoritarian parents. Despite their hectic work schedules,

they participate in their children's activities. Parents and children have a psychological bond (Spera, 2005). Parents let their children handle any disputes on their own. In addition to meeting their children's needs, parents have high expectations (Berg, 2011). Furthermore, he claimed that by letting the child make their own decisions, an authoritative parenting style places accountability on the children. As a result, children acquire the traits of collaboration and self-control. Global empirical research has shown that one of the main causes of antisocial behavior is parenting style (Schaffer et al., 2009; Hoeve et al., 2008). Antisocial behavior is described by the American Psychological Association (2003) as the exploitation and denial of the rights of others. Antisocial behavior refers to actions that violate social norms and conventions (Burt & Donnellan, 2009). The goal is to harm people physically or psychologically by using physical force or verbal abuse (Reynolds, 2004). Numerous research has shown that both permissive and authoritarian parenting approaches contribute to antisocial behavior. By meeting their needs, an authoritative parenting style lowers the likelihood that children would engage in antisocial behavior (Baumrind, Larzelere, & Owens, 2010). Antisocial behavior is also influenced by the mother-father interpersonal interaction. According to Del and Capilla (2006), children raised by a single parent that is, either the mother or the father also exhibit behavioral issues. Children's behavior is negatively impacted psychologically by an authoritarian parenting style. According to Barber, Stolz, Olsen, Collins, and Burchinal (2005), children of authoritarian parents lack confidence and social skills.

According to Miller, Benson, and Galbraith (2001), children raised in a very controlling parenting style may turn against their parents and become disobedient. In the worst cases, when parents combine verbal and physical abuse, it might push a child to commit suicide as a way to cope with difficult circumstances (Gershoff, 2002). Children with authoritarian parents are more distressed and anxious than other children, and they have trouble adjusting to their peers, according to Baumrind (1967) (Milevsky, Schlechter, Netter, & Keehn, 2007). Parents make an effort to coerce their family members into adopting desired behaviors. Consequently, an authoritarian parenting style harms the relationship between parents and children. According to Sailor (2004), children begin to exhibit antisocial behavior as a result. Children of responsible parents are socially adept and goal-oriented, according to Gonzalez, Holbein, and Quilter (2002). Anxiety, low self-esteem, and insecurities are not present in children (Simons & Conger, 2007). Teenagers with authoritative parents are more self-assured, selfless, and satisfied with their lives than those raised with other parenting philosophies, according to the findings of a study by Milevsky, Schlechter, Klem, and Kehl (2008). In a similar vein, Van Duijvenvoorde, Zanolie, Rombouts, Raijmakers, and Crone (2008) proposed that children who do not get parental reprimands for academic failure may be able to learn effectively and resolve their own issues. Parents should encourage self-reliance in their children, according to Turkel and Tezer (2008), as these children are emotionally stable, self-assured, and do not blame others for their problems. Children of authoritative parents are less antisocial, more able to cope with their class feelings, and capable of handling their own problems, according to Choe, Olson, and Sameroff (2013).

Objectives of the Study

1. To investigate parenting styles that seem similar to children attending public secondary school.
2. To ascertain whether students in public secondary schools exhibit antisocial behavior.

3. To examine the connection between students' antisocial behavior and their perceptions to parenting style.
4. To ascertain social behavior father's parenting style relationship among students.
5. To establish the connection between student's antisocial behavior and how they perceive mother's parenting style.

Research Questions

To accomplish the study's goals, the following research questions were developed:

1. Does the parenting style of parents seem similar to children attending public secondary schools?
2. Do secondary school students attending public schools exhibit the same antisocial behavior?
3. Are students' antisocial behaviors and their perceptions of their parents' parenting styles significantly correlated in public secondary schools?
4. Does students' antisocial behavior have a substantial correlation with how they perceive their fathers' parenting style?
5. Is there a connection between students' antisocial behavior and how public secondary school students perceive their mothers' parenting style?

Delimitations

The current study was restricted to public secondary schools in Nyaribari Masaba sub-county, Kisii County due to time, money, and resource limitations.

METHODOLOGY

Since determining the relationship between parenting style and students' antisocial behavior was the primary goal of the study, the nature of the research is correlational. Data on antisocial behavior among students and parental styles were gathered using the survey approach. Because of time and economic constraints, the researcher was unable to reach every secondary school student in Kisii County. Consequently, 10 secondary schools were chosen at random from Nyaribari Masaba Sub-County by the researcher, 350 secondary school students from 3 divisions Kiamokama, Masimba and Ibacho in Nyaribari MasabaSub-County made up the study's population, which were chosen as a sample.

Table 1: Sub-County vs Division of the Selected Schools

Sr.no.	Sub-County	Division	Schools				Total
			Urban		Rural		
			Day	Boarding	Day	Boarding	
1.	Nyaribari Masaba	Kiamokama	3	3	3	3	12
2.		Masimba	3	3	3	3	12
3.		Ibacho	3	3	3	3	12
Total			9	9	9	9	36

It is evident from *table 1* that thirty-six schools of Nyaribari Masaba Sub-County constituted the sample of the study.

Table 2: Nyaribari Masaba Sub-County Distribution of Participants

Division Name	Sample Size	Responses	Response Rate
Kiamokama	110	98	89.1%
Masimba	125	119	95.2%
Ibacho	115	107	93%
Total	350	324	92.6%

Table 2 shows that 324 children out of 350 students from three divisions responded to the approach, and the response rate was 92.6%.

Instrumentation

There were primarily two variables that required information to be found:

1. Parenting style of mothers and fathers as perceived by secondary school students of Kisii County.
2. Students' antisocial behavior.

Both variables were measured with different tools. The two Kiswahili and English versions of the questionnaires were prepared. Before being administered in full, the two surveys were piloted with 65 students from public secondary schools. Parenting patterns of parents of students attending public secondary schools were assessed using the Parental Authority Questionnaire (PAQ). The reliability of its initial factors, which were derived by Buri (1991), ranged from 0.74 to 0.87. PAQ, or the Parental Authority Questionnaire, has a Cronbach Alpha reliability coefficient of 0.79 in this study. The Parental Authority Questionnaire (PAQ) had ten items in each of its three components. Authorization to use the Parental Authority Questionnaire (PAQ) was granted on April 21, 2024. To measure students' antisocial behavior, Burt and Donnellan (2009) developed the Sub-Types of Antisocial Behavior (STAB). It was a 32-item Lickert-type closed-ended instrument. Its reliability value is 0.86, and its three components; physical aggressiveness, social aggression, and rule breaking are related to students' antisocial behavior. After eliminating five items (1, 2, 4, 6, and 13) because of their poor item-total correlation, the Cronbach Alpha reliability coefficient of the STAB scale increased from 0.86 to 0.88. There were 27 items on the scale that was actually used in this in the study.

Data Collection

Researcher individually collected the data from participants in Kiamokama, Masimba and Ibacho divisions in Nyaribari Masaba Sub-County, Kisii County.

DATA ANALYSIS AND RESULTS

Data analysis was done using Microsoft Excel 2010 and the Statistical Package for Social Sciences (SPSS) Version 20.

Table 3: Descriptive Statistics on Factors of Parental Authority Questionnaire (PAQ)

Parenting Styles	Mean	S.D
Authoritative Style	3.21	0.54
Authoritarian Style	3.19	0.52
Permissive Style	2.75	0.52

Parents use authoritative parenting ($M=3.21$, $S.D.=0.54$), authoritarian ($M=3.19$, $S.D.=0.52$) and permissive parenting style ($M=2.75$, $S.D.=0.52$) in rearing their children. Permissive parenting is the least popular parenting style among secondary school students, while authoritative parenting is perceived by the majority.

Figure 1 Displays the parenting styles as perceived by Nyaribari Masaba Sub-County secondary school students.

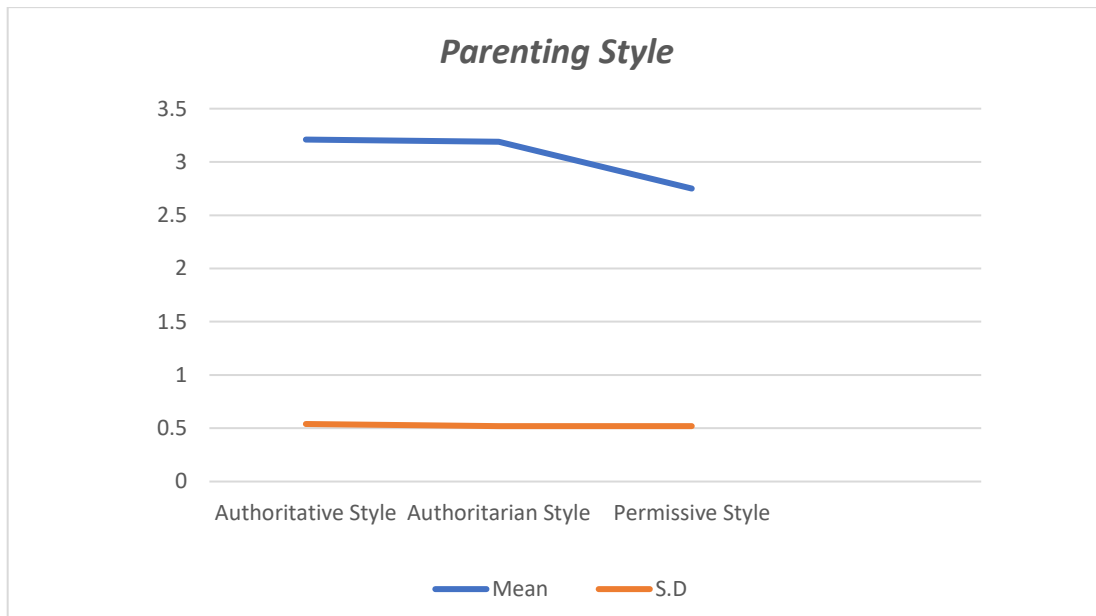


Figure 1: Parenting Styles on PAQ Scale

- **RQ 1:** Does the parenting style of parents seem similar to children attending public secondary schools?

Table 4: Analysis of the parental Authority Questionnaire (PAQ) Factors for Mothers and Fathers

Parenting Style	Father		Mother	
	M	S.D.	M	S.D.
Authoritative	3.19	0.61	3.22	0.61
Authoritarian	3.27	0.51	3.11	0.67
Permissive	2.77	0.56	2.75	0.63

Table 4 demonstrates how children view their parents' parenting styles based on their mean scores on the Parental Authority questionnaire (PAQ). Compared to fathers ($M=3.19$, $S.D.=0.61$), mothers ($M=3.22$, $S.D.=0.61$) use an authoritative parenting style more often. However, compared to mothers ($M=3.11$, $S.D.=0.67$ & $M=2.75$, $S.D.=0.63$), fathers ($M=3.27$, $S.D.=0.51$ & $M=2.77$, $S.D.=0.56$) tend to use authoritarian and permissive parenting styles. In conclusion, the majority of students in Sahiwal division's public secondary schools believe that their fathers are authoritarian and their mothers are authoritative.

- **RQ2:** Do secondary school students attending public schools exhibit the same antisocial behavior?

Table 5: Scale of Descriptive Statistics on Sub-Type of Antisocial Behavior Factors (STAB)

Subsets of STAB	Mean	S.D
PhysicalAggressiveness	1.68	0.57
SocialAggression	1.65	0.5
RuleViolating	1.44	0.4

Table 5 Displays the average scores of secondary level students in public schools on antisocial behavior variables. The most common antisocial behavior among secondary school students, according to the figures, is physical aggressiveness (M=1.68, S.D.=0.57), while the least common is rule violating (M=1.44, S.D.=0.40). Among antisocial behavior, social aggression is the second most prevalent subtype (M=1.65, S.D.=0.50).

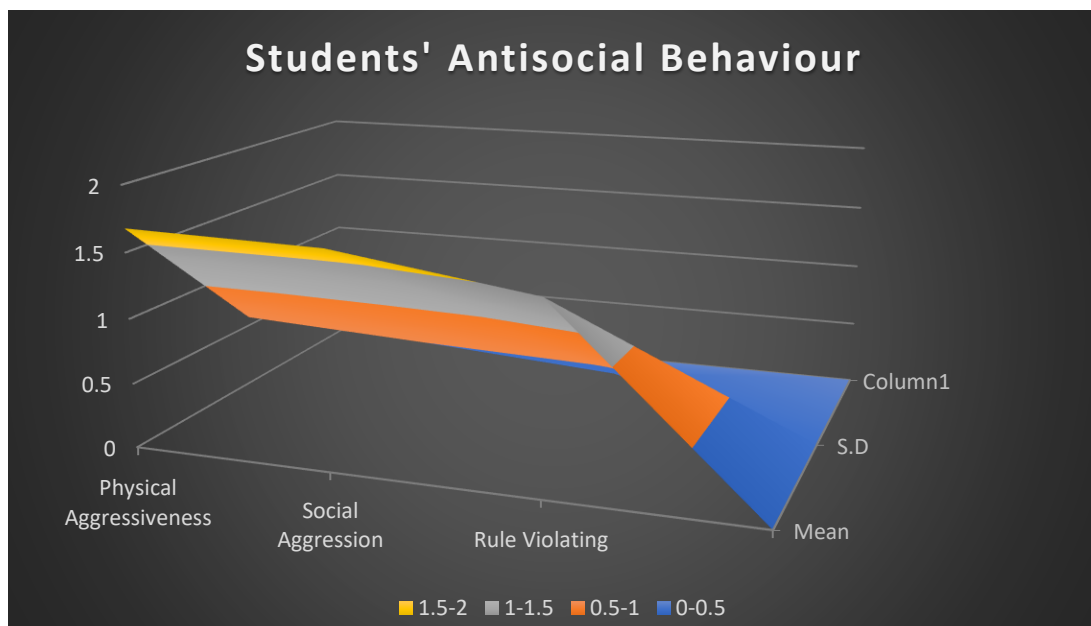


Figure 2: Scale of Descriptive Statistics on Sub-Type of Antisocial Behavior Factors (STAB)

The mean scores of public secondary school students on the Sub-Type of Antisocial Behavior (STAB) scale are shown graphically in *Figure 2*.

- **RQ 3:** Are students' antisocial behaviors and their perceptions of their parents' parenting styles significantly correlated in public secondary schools?

Table 6: The relationship between students' antisocial behavior and parenting practices

Respondent	N	Mean	S. D	Correlation(r)	Sig. Value
ParentingStyles	324	3.09	0.43	0.2**	0.002
Students'AntisocialBehaviour	324	1.61	0.44		

N=324, *p<0.05, **p<0.01

Table 6 shows that the Pearson Correlation "r" value (0.2**) is significant above the significance level of $\alpha=0.01$. The research question is thus answered: Students' antisocial behavior and their impression of parenting methods are significantly positively correlated.

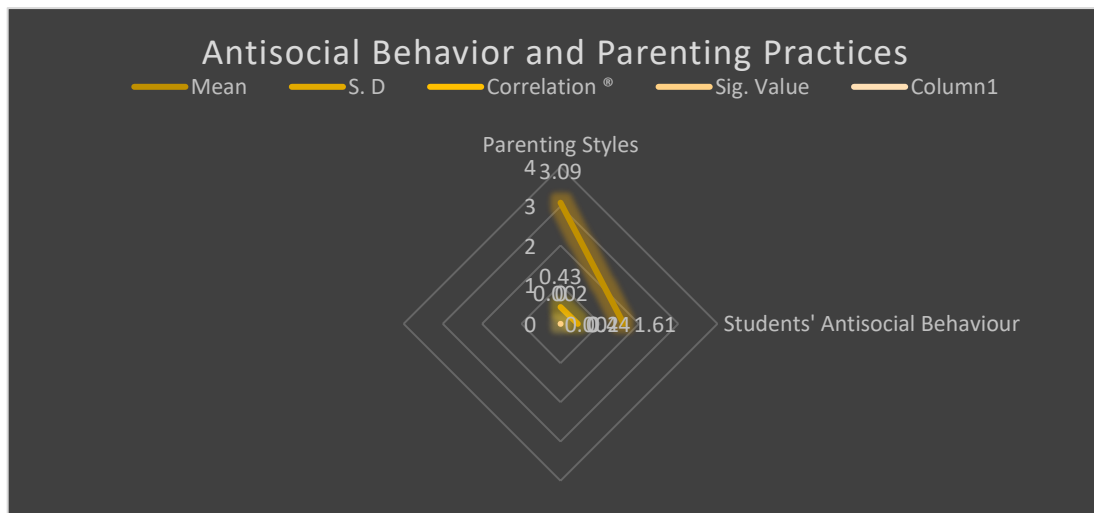


Figure 2: The relationship between students' antisocial behavior and parenting practices

Table 7: The association between students' antisocial behavior and the Parental Authority Questionnaire (PAQ) factors

Parenting Style	N	Mean	S.D	Correlation(r)	Sig. Value
Authoritative	324	3.23	0.56	0.06	0.11
Authoritarian	324	3.21	0.54	0.09*	0.03
Permissive	324	2.77	0.54	0.15**	0.002

N=324, * $p<0.05$, ** $p<0.01$

Table 7 represents that Pearson Beyond the significance level of $\alpha=0.01$, the correlation "r" value (0.06) is not significant. Because $r=0.06<0.1$, there is little correlation between students' antisocial behavior and authoritative parenting. Authoritarian ($r=.09^*$ & $p=0.03<0.05$) and permissive ($r=.15^{**}$ & $p=0.002<0.01$) parenting styles are substantially associated with students' antisocial behavior. This leads us to the conclusion that there is no meaningful connection between students' antisocial behavior and their fathers' authoritative parenting style. However, there is a strong correlation between students' antisocial behavior and permissive and authoritarian parenting approaches.

Table 8: The relationship between Subtypes of Antisocial Behavior (STAB) and Parental Authority Factors (PAQ)

Factors of Parenting Styles	Factors of Antisocial Behaviour					
	Physical Aggression		Social Aggression		Violations	
	r- value	Sig. value	r- value	Sig. value	r- value	Sig. value
Authoritative	0.01	0.06	0.05	0.26	0.07	0.17
Authoritarian	0.15**	0.001	0.1*	0.03	0.02	0.71
Permissive	0.189**	0.00	0.06	0.25	0.190**	0.00

N=324, $p<0.05$, $p<0.01$

Table 8 shows that the three STAB scale variables and authoritative parenting style have minimal Pearson r values ($r=0.01, 0.05, 0.07 < 0.1$) and are not significant at the $\alpha=0.05$ level. Physical aggression and authoritarian parenting are significantly correlated ($p=0.001 < 0.01, 0.15$). Additionally, there is a substantial correlation between social aggression and authoritarian parenting ($asr=0.1, p=0.04 < 0.05$). Physical aggression and violations had a substantial correlation with permissive parenting ($r=0.189, r=0.190, p=0.00, 0.00 < 0.01$). At the $\alpha=0.05$ level, all other associations are not significant. Consequently, it might be stated that physical and social aggression are positively and significantly correlated with an authoritarian parenting style. Rule breaking and physical aggression have a strong correlation with a permissive parenting style. Nonetheless, there is no substantial correlation found between any aspect of antisocial behavior and an authoritarian parenting style. Furthermore, there is very no correlation between students' antisocial behavior and an authoritarian parenting style.

- **RQ 4:** Does students' antisocial behavior have a substantial correlation with how they perceive their fathers' parenting style?

Table 9: The relationship between antisocial behavior in students and the parenting style of fathers

Respondent	N	Mean	S.D	Correlation(r)	Sig.value
Father's parenting style	324	3.11	0.44	0.19**	0.001
Students' antisocial behaviour	324	1.61	0.45		

$N=324, p < 0.05, p < 0.01$

Table 9 indicates that the Pearson Correlation " r " value (0.19) is significant at a level higher than $\alpha=0.01$. Therefore, the response to the research question is that students' anti-social behavior and their impression of their fathers' parenting style are significantly positively correlated.

Table 10: The correlation between students' antisocial behavior and the parenting style of their fathers

Father's parenting style	N	Mean	S. D	Correlation(r)	Sig. value
Authoritative	324	3.19	0.61	0.008	0.08
Authoritarian	324	3.27	0.53	0.10*	0.03
Permissive	324	2.76	0.56	0.14**	0.003

$N=324, p < 0.05, p < 0.01$

Table 10 shows that Pearson the significance level of $\alpha=0.01$ is reached before the correlation " r " value (0.008) becomes significant. Furthermore, as $r=0.008 < 0.1$, the relationship between students' antisocial behavior and authoritative parenting is insignificant. There exists a strong correlation between the antisocial behavior of students and the authoritarian ($r=.10$ & $p=0.03 < 0.05$) and permissive ($r=.14$ & $p=0.003 < 0.01$) parenting styles of fathers. Therefore, we infer that there is no substantial correlation between students' anti-social behavior and the authoritative parenting style of fathers. However, the authoritarian and permissive parenting styles of fathers and the antisocial behavior of students are significantly correlated.

- **RQ 5:** Is there a connection between students' antisocial behavior and how public secondary school students perceive their mothers' parenting style?

Table 11: Relationship between mothers' parenting style and students' anti-social behavior

Respondent	N	Mean	S. D	Correlation(r)	Sig. value
Mother's parenting style	324	3.07	0.49	0.13*	0.02
Students' Antisocial Behavior	324	1.63	0.45		

N=324, *p<0.05, **p<0.01

Table 11 signifies that the Pearson Correlation "r" value (0.13*) is significant at levels higher than $\alpha=0.05$. The study's conclusion is that there is a substantial correlation between students' antisocial behavior and their opinions of their moms' parenting style.

Table 12: Relationship between antisocial behavior among student and aspects of mothers' parenting styles

Mother's parenting style	N	Mean	S. D	Correlation(r)	Sig. value
Authoritative	324	3.21	0.61	0.05	0.3
Authoritarian	324	3.11	0.66	0.09	0.07
Permissive	324	2.76	0.63	0.11**	0.012

N=324, *p<0.05, **p<0.01

Table 12 shows Mothers' authoritative and authoritarian parenting styles do not substantially connect with students' antisocial behavior at the $\alpha=0.05$ level. Furthermore, there is no significant relationship between students' antisocial behavior and authoritative or authoritarian parenting styles ($r=0.05$ & $0.07 < 0.1$). The Pearson the significance threshold $\alpha=0.05$ is not reached by the correlation "r" value of 0.11 because $p=0.012 < 0.05$. There is no substantial correlation between students' antisocial behavior and mothers' authoritarian or permissive parenting styles, however there is a strong correlation between mothers' permissive parenting style and children's antisocial behavior.

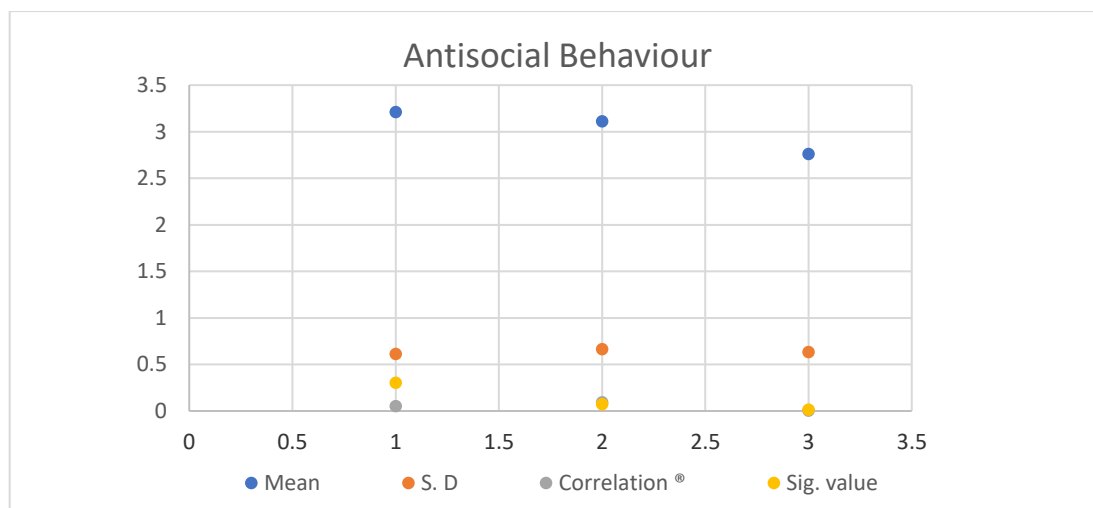


Figure: Relationship between antisocial behavior among student and aspects of mothers' parenting styles

The parenting styles that parents employ to raise their children include permissive ($M=2.75$, $S.D.=0.52$), authoritarian ($M=3.19$, $S.D.=0.52$), and authoritative ($M=3.21$, $S.D.=0.54$). The majority of secondary school students perceive authoritative parenting, while the least number see permissive parenting (*Table 3*).

An analysis of how students perceive the parenting styles of mothers and fathers reveals that mothers are more likely than fathers to use an authoritative parenting style ($M=3.22$, $S.D.=0.61$). In contrast, fathers ($M=3.27$, $S.D.=0.51$ & $M=2.77$, $S.D.=0.56$) are more likely than mothers ($M=3.11$, $S.D.=0.67$ & $M=2.75$, $S.D.=0.63$) to utilize authoritarian and permissive parenting styles (*Table 4*).

Students attending public secondary schools in Punjab are less likely to breach the rules ($M=1.44$, $S.D.=0.40$) and display more antisocial behavior in the form of social and physical aggressiveness ($M=1.65$, $S.D.=0.50$ and $M=1.68$, $S.D.=0.57$) (*Table 5*). At the significance level $\alpha=0.01$, the Pearson Correlation "r" value (0.2) is greater than zero. Students' perceptions of parenting styles and their antisocial behavior are significantly positively correlated (*Table 6*).

Pearson Beyond the significance level $\alpha=0.01$, the correlation "r" value (0.06) is not significant. Furthermore, as $r=0.06<0.1$, there is no significant correlation between students' antisocial behavior and authoritative parenting. Authoritarian ($r=.09$ & $p=0.03<0.05$) and permissive ($r=.15$ & $p=0.002<0.01$) parenting styles are substantially associated with students' antisocial behavior (*Table 7*).

The association between authoritarian parenting style and the three Sub-Types of Antisocial Behavior (STAB) scale variables has negligible Pearson R-values ($r=0.01$, 0.05 , and $0.07<0.1$), and at the $\alpha=0.05$ level, it is not significant. Physical aggressiveness and authoritarian parenting are significantly correlated ($r=0.15$, $p=0.001<0.01$). There is a strong correlation between the social aggressiveness subscale and authoritarian parenting style ($r=0.1$, $p=0.03<0.05$). Physical violence and rule-breaking are substantially associated with permissive parenting ($r=0.189$, $r=0.190$, $p=0.00$, $0.00<0.01$). At the $\alpha=0.05$ level, every other association is negligible. (*Table 8*) Pearson correlation "r" value (0.19) is significant at a level higher than $\alpha=0.01$. Thus, there is a strong positive correlation between students' antisocial behavior and their opinion of their fathers' parenting style (*Table 9*).

"r" value (0.008) is not significant at the $\alpha=0.01$ significance level. Furthermore, there is no significant correlation ($r=0.008<0.1$) between students' antisocial behavior and authoritative parenting. Antisocial behavior among students is strongly associated with the authoritarian ($r=.10$ & $p=0.03<0.05$) and permissive ($r=.14$ & $p=0.003<0.01$) parenting styles of fathers. The authoritative parenting style of fathers and students' antisocial behavior did not significantly correlate. However, students' antisocial behavior is significantly correlated with the authoritarian and permissive parenting styles of fathers (*Table 10*). The Pearson Correlation "r" value (0.13) is significant at a level higher than $\alpha=0.05$. The antisocial behavior of students was significantly correlated with the parenting practices of mothers (*Table 11*).

Mothers' authoritative and authoritarian parenting styles do not substantially relate with students' antisocial behavior at the $\alpha=0.05$ level. Furthermore, there is little evidence linking

students' antisocial behavior to authoritative or authoritarian parenting styles ($r=0.05$ & $0.09<0.1$).

The Pearson significance criteria $\alpha=0.05$ is exceeded by the correlation "r" value of 0.11^* , hence $p=0.012<0.05$ (*Table 12*).

DISCUSSION

According to the study's findings, the majority of students in public secondary schools believe that their fathers are authoritarian and their mothers are authoritative. The current study's findings supported those of a study by Akin (2012), which found that the most dominant parenting style is authoritative parenting. In contrast to mothers who are ambitious of their children to achieve high goals by meeting their needs and maintaining a balance between freedom and restrictions, fathers choose an authoritarian parenting style because they believe that strict control will help their children develop a competent personality (Berg, 2011).

The current study corrects the findings of earlier research (Hoeve et al., 2008; Schaffer et al., 2009), which showed a strong positive correlation between parenting practices and antisocial behavior in students (Omwenga & Mwangi, 2024). Numerous studies support the current study's findings that there is a substantial correlation between students' scores on physical and social aggression and an authoritarian parenting style. Although authoritarian parents have high expectations, their children develop unhealthy perfectionism as a result. Children's behavior is negatively impacted psychologically by an authoritarian parenting style. Children of authoritarian parents are more depressed and anxious than other children (Milevsky, Schlechter, Netter, & Keehn, 2007), unhappy, introverted, struggle to adjust to other people, lack confidence and social skills (Barber, Stolz, Olsen, Collins, & Burchinal, 2005). (Miller, Benson & Galbraith, 2001; Sailor, 2004) Children of authoritarian parents' rebel and attempt to flee difficult circumstances (Gershoff, 2002).

According to earlier studies (Azimi, Vaziri, & Kashani, 2012; Baumrind, 1967; Querido, Warner, & Eyberg, 2002; Sailor, 2004; Santrock, 2007; Schaffer, Clark, & Jeglic, 2009; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 2006; Mullens, 2004; Wright & Cullen, 2001), there is a significant correlation between permissive parenting and rule breaking. When compared to children of authoritative or authoritarian parents, children of permissive parents exhibit higher levels of antisocial behavior. This conclusion is supported empirically by the findings of a study by Schaffer, Clark, and Jeglic (2009). Because their parents desire to maintain a pleasant relationship at all costs, children start to dominate them (Azimi, Vaziri, & Kashani 2012). They always want their demands to be met and are unaware of the importance of acting appropriately (Santrock, 2007). These children view this world as a laboratory and don't fear engaging in criminal activity (Warner, Querido, and Eyberg 2002). Permissive parenting is positively linked to behavioral issues, according to Schaffer, Clark, and Jeglic (2009). Children raised with high levels of support and low levels of demands are socially immature, self-centered, careless, and indifferent to the well-being of others. When confronted with obstacles, they hesitate. Unrestricted freedom without accountability causes children to behave disruptively (Sailor, 2004).

The present study's essential finding that an authoritative parenting style is not significantly associated with children's antisocial behavior is consistent with the findings of earlier research (Berg, 2011; Bronte, Moore, & Carrano, 2006; Choe, Olson, & Sameroff, 2013; Gonzalez, Holbein, & Quilter, 2002; Hoeve et al., 2008; Mensah & Kuranchie, 2013; Milevsky, Schlechter, Klem, & Kehl, 2008; Simons & Conger, 2007; Speirs, Neumeister, Williams, & Cross, 2009; Steinberg & Silk, 2002; Turkel & Tezer, 2008; Van Duijvenvoorde, Zanolie, Rombouts, Raijmakers, & Crone, 2008; Wargo, 2007). Compared to children born into other parenting styles, children of authoritative parents typically have higher self-esteem, are more cooperative, self-assured, cheerful (Baumrind, 1967), less antisocial, more adapted to their classmates (Choe, Olson, & Sameroff, 2013), achievement oriented (Gonzalez, Holbein, & Quilter, 2002), altruistic, and satisfied with their lives (Milevsky, Schlechter, Klem, & Kehl, 2008). According to Simons and Conger (2007), children do not experience anxiety, low self-esteem, or insecurities. According to Bronte, Moore, and Carrano (2006), children who have even one authoritative parent their mother or father perform better than those who have no authoritative parent at all. According to McGillicuddy-De Lisi & De Lisi (2007), children of authoritative parents have favorable behavioral results regardless of ethnic or cultural disparities. Another interesting result from this study is that children do not significantly correlate mothers' authoritarian parenting style with antisocial behavior because they believe that their mothers' methods of behavioral control are more acceptable than their fathers' disciplinary actions (Anika, Omwenga & Lumbert, 2024). Children who grow up with an authoritarian father's parenting style are more likely to act out. More significantly, children's antisocial behavior is strongly connected with the permissive parenting styles of both mothers and fathers. According to research investigations (Baumrind, 1967; Santrock, 2007), the aforementioned findings are supported.

CONCLUSIONS

Permissive parenting is the least popular parenting style among Sahiwal Division public secondary school students, whereas authoritative parenting is the most popular. According to students in public secondary schools, the authoritarian parenting style is the second most prevalent parenting style (*Result 1*).

The majority of students at public secondary schools believe that their fathers are authoritarian and their mothers are authoritative (*Result 2*).

Public secondary school students most frequently engage in physical hostility, while the least common antisocial behavior is disobeying the rules (*Result 3*).

The antisocial behavior of public secondary school students was found to be significantly positively correlated with their perceptions of parenting techniques. Students' antisocial behavior and authoritative parenting are not substantially connected. There is a significant correlation between physical and social violence and an authoritarian parenting style. There is a strong correlation between rule disobedience and physical aggressiveness and permissive parenting. In summary, children of permissive parents exhibit higher levels of antisocial behavior than children of authoritative or authoritarian parents (Result 4, 5, 6).

Although children's antisocial behavior is not correlated with fathers' authoritative parenting style, secondary school students are more likely to engage in antisocial behavior when their

parents adopt an authoritarian or permissive parenting style. Furthermore, students' antisocial behavior is more strongly connected with fathers' permissive parenting style than with their authoritarian parenting style (*Result 7,8*).

Mothers who adopt an authoritarian or domineering parenting style do not encourage antisocial behavior in their children. On the other hand, secondary school students with permissive mothers exhibit higher levels of antisocial behavior (*Result 9, 10*).

Recommendations

1. To properly guide and counsel children displaying antisocial behavior, the education department in public secondary schools should declare a permanent position for a psychologist.
2. To help parents and teachers deal with children who exhibit antisocial behavior, the education department should host training seminars.
3. Children's prosocial skills should be enhanced through social skills training programs.
4. Fathers must be present at parent-teacher conferences as the study found that fathers tended to adopt an authoritarian parenting style.

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